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Memorandum

To: Directors of Special Education; Early Childhood Special Education Coordinators and Lead Teachers, MARSS Contacts

From: Barbara O'Sullivan, Supervisor of Early Learning Services
Carol Hokenson, Supervisor of Program Finance

Re: Reporting Instructional Settings for Children Ages 3-5 with Disabilities

Date: July 10, 2010

The U.S. Department of Education recently released the approved forms for the upcoming December 1 count of children served under IDEA. The package includes a significant change in the reporting of instructional settings for children ages 3-5. The purpose of this memorandum is to increase the accuracy of instructional setting data reported for young children during the 2010-2011 school year.

The following pages provide guidance necessary to determine the appropriate Primary Disability Instructional Setting for a child in this age group. It is not possible to crosswalk the 3-5 settings used in previous years to the new settings. Accurate reporting will require ECSE teachers and special educators working with kindergarteners who will still be age 5 on December 1 to fully understand the new Instructional Settings and communicate each child's new code to your MARSS reporter.

The enclosed Decision Tree illustrates the considerations that must be made to report children accurately and may be useful to special educators and providers of related services to determine the appropriate instructional settings for individual children.

MDE requires accurate reporting of Instructional Settings throughout the year. A new enrollment record must be created each time the child's instructional setting changes.

Please address questions regarding the content of this memo to Lisa Backer at lisa.backer@state.mn.us. Questions regarding MARSS reporting should be addressed to Barb Mattson at MARSS@state.mn.us

Determining Instructional Settings for Children Ages 3-5

When determining instructional settings for children ages three through five, use the following rules to decide which MARSS Primary Disability Instructional Setting to use when reporting each child. Please note that the order of the categories does not reflect a continuum from least to most restrictive.

The first factor to consider is whether the child attends a regular early childhood program. The child's enrollment in a regular early childhood program does not need to be funded by IDEA, Part B or be based on an IEP team decision to be considered. A regular early childhood program includes at least 50 percent non-disabled children. If so, the child will be reported using MARSS Primary Disability Instructional Setting 31, 32, 33 or 34. Refer to the instructions in the section below to determine which specific category is appropriate. Early childhood programs include, but are not limited to:

- Head Start
- Kindergarten
- Private preschool programs
- School Readiness
- Early Childhood Family Education
- Group child care
- Reverse mainstream classrooms that include at least 50 percent children without disabilities

For each child who does attend a regular early childhood program, the team must then consider the number of hours per week the child spends in the early childhood program or programs and whether or not the child receives the majority of special education and related services in the regular education setting.

MARSS Code Description

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| 31 | The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week). |
| 32 | The child is receiving the majority of hours of special education and related services in some other location such as an ECSE classroom or service provider location (and the child attends a Regular Early Childhood Program at least 10 hours per week). |
| 33 | The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week). |
| 34 | The child is receiving the majority of hours of special education and related services in some other location such as an ECSE classroom or service provider location (and the child attends a Regular Early Childhood Program less than 10 hours per week). |

If the child **DOES NOT** attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program. If so, the child will be reporting using MARSS Primary Disability Instructional Setting 41, 42, or 43 depending upon the location of the special education program. A special education program is one that includes less than 50% children without disabilities and includes, but is not limited to special instruction and related services provided in:

MARSS Code	Description
41	Special education classrooms in <ul style="list-style-type: none"> • Regular school buildings • Trailers or portables outside regular school buildings • Child care facilities • Hospital facilities on an out-patient basis • Other community based settings
42	Separate schools; and
43	Residential facilities

If the child **DOES NOT** attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her service in the home, report the child using MARSS Primary Disability Instructional Setting 45: Home.

MARSS Code	Description
45	Home

If the child does not receive any special education services in an early childhood program, a special education program or the home, report the child using MARSS Primary Disability Instructional Setting code 44: Service Provider Location.

MARSS Code	Description
44	Service Provider Location

Examples

- A child attends a child care center (regular early childhood program) 30 hours each week and receives special education and related services within the child care setting. *The child's setting is 31: Attends a regular EC program for at least 10 hours per week and receives the majority of special education services in that setting.*
- A child attends School Readiness three half days for a total of 7.5 hours per week. The class is team taught by a School Readiness teacher and an ECSE teacher. Half of the children in the class are children with disabilities. The remaining children do not have identified disabilities. The child receives all special services in the School Readiness classroom.

The child's setting is 33: Attends a regular early childhood program less than 10 hours per week and receives the majority of special education services in that setting.

- A child attends a regular early childhood program six hours per week. The ECSE teacher provides 30 minutes of service in the regular EC setting. The child also receives one hour of special education and related services at home and an additional half hour of special education and related services in an elementary resource room.

The child's setting is 34: Attends a regular early childhood program less than 10 hours per week and receives the majority of special education services in some other location.

- A child attends kindergarten (a regular early childhood program) for 16 hours each week and goes to child care for an additional 20 hours. While attending kindergarten the child receives speech/language service in a resource room.

The correct setting is 32: Attends a regular EC program for at least 10 hours per week and receives the majority of special education services in some other location.

The Primary Disability Instructional Settings in MARSS are defined as follows:

31 Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week and receives the majority of SpEd services in this setting.

32 Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week but receives the majority of SpEd services in another location.

33 Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week and receives the majority of SpEd services in this setting.

34 Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week but receives the majority of SpEd services in another location.

41 Separate class. Children who attended a special education program in a class with less than 50 percent children without disabilities. Do not include children who also attend a regular early childhood program. These children should be reported using 31-34.

42 Separate school. Children who received education programs in public or private day schools designed specifically for children with disabilities. Do not include children who also attended a regular early childhood program. These children should be reported using 31-34.

43 Residential facility. Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

44 Service Provider Location: Children who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program. For example, speech instruction provided in:

- Private clinicians' offices
- Clinicians' offices located in school buildings
- Hospital facilities on an outpatient basis, and

- Libraries and other public locations

Do not include children who also received special education at home. Children who received special education both at home and in a service provider location should be reported using MARSS Instructional Setting 45: Home.

45 Home. Children who received special education and related services in the principal residence of the child’s family or caregivers, and who did not attend an early childhood program or a special education program. Include children who received services both at home and in a service provider location. The term caregiver includes babysitters.

3-5 Settings Decision Tree

